DOCUMENT RESUME

ED 257 518 JC 850 293

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TITLE Crossover: A Report on the Relationship between Continuing Education and Regular Course Work at Gainesville Junior College. Report #1.
INSTITUTION Gainesville Junior Coll., Ga.
PUB DATE Jul 83
NOTE 12p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attendance Patterns; *College Attendance; *Continuing Education; *Credit Courses; Enrollment; *Noncredit Courses; Two Year Colleges

ABSTRACT

This report presents results of an investigation of transcripts of Gainesville Junior College students conducted to examine course-taking patterns with respect to the relationship between continuing education and regular college course work. First, data are presented on the number of students (N=8,900) who had taken Continuing Education Unit (CEU) courses between the winter quarter of 1977 and 1982-83, and the number of courses they had taken (i.e., an average of 2.2 courses per student). Next, information is provided on the 386 students who had taken CEU course work and had also registered as regular students between 1980-81 and spring 1983. This information includes the number of courses taken by major. Next, a breakdown of the numbers of students taking CEU and regular course work is provided within two categories: Group I (168 students) who had first enrolled in CEU credit work before or at the same time they first enrolled in regular course work; and group II (218 students) who had first been regular students and later had taken CEU course work. Highlights of the study are then provided, indicating that: (1) among those students first taking CEU credits between fall, 1981 and summer, 1982, group I students attempted only 8.08 hours of regular course work per student, compared to 55.2 regular credit hours for group II students; (2) the majors attracting the most students were Business Administration (84), pre-nursing (38), and Early Childhood Education (36); and (3) group I students tended to be older, white, and female, and to perform creditably in their regular courses. (HB)

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CROSSOVER: A Report on the Relationship Between Continuing Education and Regular Course Work at Gainesville Junior College

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JC 850 293

Report #1
Office of Institutional
Research and Planning
Gainesville Junior College

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July, 1983

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Gainesville Junior College has been keeping transcripts for students receiving Continuing Education Unit (CEU) credit for Category I courses since the winter quarter of 1977. These transcripts are in the form of 80-column "cards" indexed by the social security number of the student and containing his/her name, the title of the course, the number of CEU's that it carries, and the quarter in which it was taken. When a TI-990 minicomputer was acquired by the College during academic year 1979-80, these punched cards were fed into the computer and thereafter were stored electronically with updating occurring by direct data input. Gainesville went to a computer-based student record system for regular college course work and developmental studies during academic year 1980-81 and began accumulating transcripts of course work taken beginning the fall term of 1981. The regular student records system is also indexed by social security number with a secondary index being student name. This paper examines the relationship between Continuing Education and regular college course work with a concentration upon those students who have taken both.

One of the limitations on this study is the fact that, while CEU transcripts go back to 1977, computerized records for regular students exist only for those enrolling or re-enrolling since academic year 1980-81, and actual transcripts of work taken (as opposed to summary statistics like hours attempted and passed) only go back to the fall of 1981. However, for every student who has been enrolled at least one quarter since 1980-81, there is a computerized, quarterly updated record showing, among other facts, the first quarter that student ever enrolled at Gainesville (even if it was prior to the advent of the computer facility) and the total credit hours attempted and

passed across his entire career at Gainesville (including work done prior to the computer era).

Since winter 1977, 8900 different students have taken at least one Continuing Education Category I course bearing CEU credit. Many of these students have taken multiple courses since the total number of CEU courses taken is 19,874 with an average number of 2.223 courses per student. Table I displays the number of students each quarter taking CEU credit work for the first time. At the time of this report no CEU transcripting had been done past the winter of 1983.

TABLE I

NEW STUDENTS RECEIVING CEU CREDIT
BY QUARTER-WINTER 1977 THROUGH WINTER 1983

	76-77	77-78	78-79	79-80	80-81	81-82	82-83
FALL	---	409	480	373	430	630	692
WINTER	138	232	357	219	716	385	382
SPRING	---	140	431	310	555	609	---
SUMMER	---	343	319	187	322	241	---
TOTAL	138	1124	1587	1089	2023	1865	1074

TOTAL NUMBER OF DIFFERENT STUDENTS (UNDUPLICATED): 8,900

TOTAL NUMBER OF COURSES: 19,784

AVERAGE COURSES/STUDENT: 2.223

In carrying out this study the computer was programmed to read through the CEU transcript file and, using the social security number index, find each student in it who had also enrolled as a regular student at Gainesville since academic year 1980-81. The computer recorded the first quarter the student took CEU work, the number of CEU courses he/she had taken, the first quar-

ter he/she enrolled as a regular student, the number of hours of regular course work he/she had attempted (excluding developmental studies work which carries no credit), and the major subject he pursued. This information was available for students taking regular course work through the spring term of 1983, and it was sorted in multiple ways and printed out for analysis. For the purposes of analysis the students who had taken both CEU credit work and regular credit work were divided into two major categories hereafter referred to as Group I and Group II. Group I students were those who had first enrolled in CEU credit work before or at the same time they first enrolled for regular course work. Group II students were those who had first been regular students and then in some subsequent quarter had taken CEU credit work.

Of the 8900 students who had taken CEU work since Winter 1977, 386 had also registered as regular students at some time between academic year 1980-81 and the spring of 1983. Table II analyzes this total of 386 students by declared major and shows the number and percent of students in each major belonging to Group I and to Group II. Of the 386 total, 168 (43.5%) were Group I. The majors attracting the greatest number of CEU students were, in descending order, Business Administration, Early Childhood Education, and Pre-Nursing. The large number (46) of people listed as "No Recorded Major" is due to the fact that HEGIS (major) codes were not systematically maintained in the computer until academic year 1981-82.

TABLE II

MAJOR	GROUP I NO. (%)	GROUP II NO. (%)	TOTAL
ACCOUNTING TECHNOLOGY	3 (75.0)	1 (25.0)	4
ANTHROPOLOGY	0 (0.0)	1 (100.0)	1
ART	1 (50.0)	1 (50.0)	2
BIOLOGICAL SCIENCES	2 (28.6)	5 (71.4)	7

TABLE II (CONT'D)

MAJOR	GROUP I NO. (%)	GROUP II NO. (%)	TOTAL
BUILDING TRADES	1 (100.0)	0 (0.0)	1
BUSINESS ADMINISTRATION	42 (50.0)	42 (50.0)	84
CHEMISTRY	1 (50.0)	1 (50.0)	2
CHILD CARE AND DEVELOPMENT	5 (100.0)	0 (0.0)	5
CLERICAL PROCEDURES	1 (16.7)	5 (83.3)	6
COMPUTER SCIENCE	3 (75.0	1 (25.0)	4
CRIMINAL JUSTICE (CAREER)	2 (66.7)	1 (33.3)	3
CRIMINAL JUSTICE (TRANSFER)	3 (75.0)	1 (25.0)	4
DATA PROCESSING	1 (25.0)	3 (75.0)	4
EARLY CHILDHOOD EDUCATION	19 (52.8)	17 (47.2)	36
ENGINEERING	1 (14.3)	6 (85.7)	7
ENGLISH	3 (75.0)	1 (25.0)	4
FASHION MERCHANDISING	0 (0.0)	4 (100.0)	4
FORESTRY	0 (0.0)	3 (100.0)	3
GEOLOGY	0 (0.0)	1 (100.0)	1
HEALTH PROFESSIONS	0 (0.0)	1 (100.0)	1
HISTORY	1 (50.0)	1 (50.0)	2
HOME ECONOMICS	1 (25.0)	3 (75.0)	4
INFORMATION SYSTEMS	1 (33.3)	2 (66.7)	3
JOURNALISM	1 (25.0)	3 (75.0)	4
LIBERAL STUDIES	0 (0.0)	1 (100.0)	1
MANAGEMENT	4 (50.0)	4 (50.0)	8
MARKETING & DISTRIBUTION	2 (25.0)	6 (75.0)	8
MEDICAL LAB TECHNOLOGY	1 (100.0)	0 (0.0)	1
MEDICAL RECORDS SCIENCE	1 (100.0)	0 (0.0)	1
MEDICAL TECHNOLOGY	0 (0.0)	2 (100.0)	2
MUSIC EDUCATION	0 (0.0)	1 (100.0)	1
NO RECORDED MAJOR	21 (45.7)	25 (54.3)	46
PHYSICAL EDUCATION	0 (0.0)	1 (100.0)	1
PHYSICAL THERAPY	1 (50.0)	1 (50.0)	2
POLITICAL SCIENCE	1 (25.0)	3 (75.0)	4
PRE-CHIROPRACTIC	0 (0.0)	1 (100.0)	1
PRE-MEDICAL	0 (0.0)	5 (100.0)	5
PRE-NURSING	16 (42.1)	22 (57.9)	38

TABLE II (CONT'D)

MAJOR	GROUP I NO. (%)	GROUP II NO. (%)	TOTAL
PRE-PHARMACY	2 (100.0)	0 (0.0)	2
PSYCHOLOGY	3 (23.1)	10 (76.9)	13
SECRETARIAL SCIENCE: GENERAL	3 (75.0)	1 (25.0)	4
SECRETARIAL SCIENCE: LEGAL	1 (50.0)	1 (50.0)	2
SECONDARY EDUCATION	2 (50.0)	2 (50.0)	4
SOCIAL WORK: CAREER	1 (50.0)	1 (50.0)	2
SOCIAL WORK: TRANSFER	2 (28.6)	5 (71.4)	7
UNDESIGNATED (AA)	11 (47.8)	12 (52.2	23
UNDESIGNATED (AS)	4 (28.6)	10 (71.4)	14
TOTAL	168 (43.5)	218 (56.5)	386

Table III shows that there is a marked difference between Group I and II students in the number of CEU courses taken per student and the number of regular hours of course work attempted per student. The 168 Group I students have taken an average of 3.08 CEU courses per student while the others have taken only 1.86. In regular credit hours attempted, however, the pattern reverses with Group I students attempting an average of 21.0 hours per student while Group II students have attempted 67.0.

TABLE III

CATEGORY	NO. %	NO. OF CEU CRS.	CEU CRS. PER STU.	REG. HRS. ATT.	REG. HRS. ATT. PER STU.
GROUP I	168 (43.5)	518	3.08	3530	21.0
GROUP II	218 (56.5)	405	1.86	14609	67.0
TOTAL	386	923	2.39	18139	47.0

In an effort to ascertain the possible effect of CEU course offerings in drawing to the college new students who had never

before taken regular course work, a more intensive investigation of Group I students was conducted. Table IV is a matrix displaying the relationship between the first year in which CEU work was taken and the first year in which regular enrollment occurred for Group I students. It is interesting to observe a delayed reaction on the part of many with a majority of the students entering regular course work at least an academic year beyond the year in which CEU enrollment first occurred.

TABLE IV

FIRST YEAR MATRIX FOR GROUP I STUDENTS

FIRST YEAR OF CEU WORK	FIRST YEAR OF ACADEMIC WORK 76-77	77-78	78-79	79-80	80-81	81-82	82-83	TOTAL
76-77	0	1	1	1	0	2	1	6
77-78	0	2	1	3	6	6	7	25
78-79	0	0	2	7	11	4	6	30
79-80	0	0	0	5	13	4	4	26
80-81	0	0	0	0	18	12	11	41
81-82	0	0	0	0	0	9	17	26
82-83	0	0	0	0	0	0	14	14
TOTAL	0	3	4	16	48	37	60	168

It was decided to examine in greater detail the population of students who first took CEU work in the time period fall 1981 through summer 1982. The students in this group who had not previously enrolled as regular students have had a minimum of one full regular academic year (fall 1982 through spring 1983) to enroll as regular students, and if they have done so complete student records including transcripts exist on them in the computer. The students in this group who enrolled as regular students before first taking CEU work have extensive computer records available on their regular course work if they have registered for any since academic year 1980-81. Table V shows that only 89 of the 1865

students (4.8%) taking CEU work for the first time in this time period have enrolled in the college at any time since 1980-81. The number of persons in Group I is a small 26 (1.4%), while the Group II population is 63 (3.4%).

TABLE V

STUDENTS TAKING CEU WORK FOR THE FIRST TIME
FROM FALL 1981 - SUMMER 1982

FIRST CEU QUARTER	TOTAL NO. NEW CEU STUDENTS	GROUP I STUDENTS NO. (%)	GROUP II STUDENTS NO. (%)	TOTAL WHO EVER TOOK REGULAR WORK NO. (%)
FALL 1981	630	15 (2.4)	29 (4.6)	44 (7.0)
WINTER 1982	385	3 (0.8)	6 (1.6)	9 (2.3)
SPRING 1982	609	4 (0.7)	19 (3.1)	23 (3.8)
SUMMER 1982	241	4 (1.7)	9 (3.7)	13 (3.8)
TOTAL	1865	26 (1.4)	63 (3.4)	89 (4.8)

Students beginning CEU work from fall 1981 through summer 1982 and belonging to Group I have taken an average of 2.58 CEU courses per student while the Group II students first taking CEU work in this period took an average of only 1.60 CEU courses per student. These statistics are examined by quarter in Table VI.

TABLE VI

CEU COURSES TAKEN BY STUDENTS TAKING CEU CREDITS
FOR THE FIRST TIME FALL 1981 - SUMMER 1982

FIRST CEU QUARTER	NO. OF CEU COURSES TAKEN BY GROUP I STUDENTS (AVG. PER STUDENT)	NO. OF CEU COURSES TAKEN BY GROUP II STUDENTS (AVG. PER STUDENT)	TOTAL CEU COURSES (AVG. PER STUDENT)
FALL 1981	40 (2.67)	33 (1.14)	73 (1.66)
WINTER 1982	3 (1.00)	13 (2.17)	16 (1.78)
SPRING 1982	5 (1.25)	43 (2.26)	48 (2.09)
SUMMER 1982	19 (4.75)	12 (1.33)	31 (2.38)
TOTAL	67 (2.58)	101 (1.60)	168 (1.89)

Group I students taking CEU work for the first time between fall 1981 and summer 1982 have attempted only 8.08 hours of regular course work per student, while the Group II students beginning CEU work at this time have attempted 55.17 regular credit hours per student. Overall the students first taking CEU work in this time span who have been regular students at some time since academic year 1980-81 have attempted an average of 41.42 hours of credit work as shown by quarter in Table VII.

TABLE VII

TOTAL REGULAR CREDIT HOURS ATTEMPTED BY STUDENTS FIRST TAKING CEU CREDITS FALL 1981 - SUMMER 1982

FIRST CEU QUARTER	GROUP I REGULAR CREDIT HOURS (AVG. PER STUDENT)	GROUP II REGULAR CREDIT HOURS (AVG. PER STUDENT)	TOTAL REGULAR CREDIT HOURS (AVG. PER STUDENT)
FALL 1981	140 (9.33)	1785 (61.55)	1925 (43.75)
WINTER 1982	15 (5.00)	86 (14.33)	101 (12.22)
SPRING 1982	30 (7.50)	1243 (65.42)	1273 (55.35)
SUMMER 1982	25 (6.25)	362 (40.22)	387 (29.77)
TOTAL	210 (8.08)	3476 (55.17)	3686 (41.42)

It must be remembered in examining the low number (26) of Group I students beginning CEU work between fall 1981 and summer 1982 that the crossover from beginning CEU work to beginning regular work is typically delayed a year or more as the Table IV matrix showed. If the past is any guide to the future, many more of these CEU students will enroll as regular students as the next few years pass. In fact only 9 of the 26 began their regular course work between fall 1981 and summer 1982 with the remaining 17 beginning between fall 1982 and spring 1983. While overall the Group I students from fall 1981 through summer 1982 have attempted only 8.08 hours of regular credit course work per student, it must be remembered that nearly two-thirds of the group did not even begin regular course work until fall 1982 or

later and that developmental studies work does not count as regular course work attempted.

In examining the transcripts of these 26 students, it was found that 11 were in school during the last quarter covered by the study (spring 1983), and of the entire group 1 was on the merit list, 24 were in good standing, and only 1 was on probation during the last quarter of regular course work taken. Only 5 of the 26 students had done any developmental studies work whatsoever, and of these 4 exited their special studies work successfully at the end of the first quarter of remediation. The average age of the students at the time of their beginning regular course work was 27.2 (standard deviation 8.9 years), and 11 fell into the age group 16-22, 6 into 23-29, 7 in 30-39, and the remaining 2 in 40-49. Hence 15 of the 26 (57.7%) were older than 22 when they began course work. The students were predominantly female with only 4 males (15.4%) in the group, and only 1 (3.8%) was black with the others being white. The majors were, in descending order, Early Childhood Education (6), Business Administration (5), Pre-Nursing (4), Child Care and Development (3), Criminal Justice (2), and 1 each of Secretarial Science: Legal, Medical Records Science, Physical Therapy, Pre-Pharmacy, Chemistry, and No Recorded Major.

In summary, then, the following conclusions seem implied by the data:

1. A relatively small number of students (386) have taken both CEU credit work and regular course work at Gainesville Junior College. This number is a small percentage (4.3%) of the 8900 students who have taken CEU work since the Winter Quarter of 1977.

2. Of the students who do take both modes of work, more have done regular course work before first taking CEU work than reverse. This pattern reflects a possible desire for broadening educational experience on the part of those who have taken regular work who then subsequently enroll for CEU credit as

another avenue of further growth. Such a possibility should be viewed as a positive and hoped for impact of our regular credit offerings.

3. Students who take CEU work before enrolling as regular students take more CEU courses and fewer regular hours of credit course work than students who first enroll as regular students and then take CEU work. As time goes by, however, more students who began CEU work in a given year enroll as regular students and boost the average number of regular hours of credit work taken. Also since developmental studies hours do not count as regular hours attempted, the initial quarters of regular work of these students do not show as large a number of regular hours attempted as one might expect. The students in this group are predominantly older, white, and female and perform creditably in their regular course work. They are probably students who would not have returned to school were they not attracted by their first contact with the college through their CEU work. The recruitment implications of these findings seem quite evident as we continue to develop programs which are responsive to the nontraditional student.

4. It is crucial to note the areas (Business Administration, Early Childhood Education, and Pre-Nursing) which attract the most students as consideration is given to program delivery decisions in light of increasingly limited funding in higher education.

5. The somewhat limited but promising relationships established in these exploratory data provide additional support for continued efforts to strengthen the continuing education/public services aspects of our offerings at G.J.C. This avenue as a recruitment strategy may not be receiving as much attention as it might. Efforts will be made to capture the underlying recruitment potential more directly as we touch these large numbers of students in our continuing education and service offering.

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JUL 12 1985